

SHREWSBURY PUBLIC SCHOOLS

SCHOOL IMPROVEMENT PLAN

FLORAL STREET SCHOOL

SPRING 2006

DISTRICT MISSION STATEMENT

*The Shrewsbury Public Schools, in partnership with the community, will
provide students with the skills and knowledge for the 21st century,
an appreciation of our democratic tradition, and the desire to
continue to learn throughout life.*

SCHOOL MISSION STATEMENT

*Working together...
Planting the seed of lifelong learning
Cultivating cooperation, compassion, and confidence
Building integrity in a respectful community
...Our gift to the future*

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

TABLE OF CONTENTS

Section	Page(s) Number (s)
Part I Signature Page	3
Part II Demographics	4
Part III School Highlights	6
Part IV Summary of School Improvement Plan	10
Part V Review of Current Year (2005 – 2006) Curriculum, Instruction, and Assessment Professional Development Respectful Community School Space	12
Part VI Plans for Subsequent Year (2006– 2007) Curriculum, Instruction, and Assessment Professional Development Respectful Community School Space	21

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Part I SIGNATURE PAGE

Name	Signature
Co-Chair: Joseph Sawyer, Principal	
Co-Chair: Karen McCluskey, Parent	
Carol Bradley, Curriculum Specialist	
Heidi Clermont, Parent	
Colleen Crowley, Community Member	
Jan Fehribach, Parent	
Kristin Franger, Parent	
Kara Frankian, Teacher	
Maggie Geromini, Parent	
Gina-Marie Kelly, Teacher	
Tina McGrail, Teacher	
Barb Reilly, Parent	
Patricia Padilla, Assistant Principal	
Laura Spangenberg, Teacher	
Judy Vedder, Parent	

Anthony J. Bent, Ed. D., Superintendent of Schools

Date

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Part II DEMOGRAPHICS

Enrollment and Class-size Information

(March, 2006 data)

Total Number of Students		750
Total Number of Classrooms		33
Grade/Description	Number of sections	Average Class Size
Half Day Kindergarten	0	N/A
Full Day Kindergarten	0	N/A
Grade 1	5	22.6
Grade 2	10	21.5
Grade 3	9	23.8
Grade 4	9	23.1
Grade 5	N/A	N/A
Grade 6	N/A	N/A
Grade 7	N/A	N/A
Grade 8	N/A	N/A
Foreign Language	N/A	N/A
Allied Arts	102 (Art, Music, Media)	22.7
Health	19	22.3
Physical Education	38	22.7
All Classes 9-12	N/A	N/A
Core Classes 9-12	N/A	N/A
Electives 9-12	N/A	N/A
Grade 9	N/A	
Grade 10	N/A	
Grade 11	N/A	
Grade 12	N/A	

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Student Information

(October 1, 2005 state report data)

	Percentage	
	2005-06	2004-05
Native American	0% (1)	0% (2)
Black (Non-Hispanic)	3% (19)	2% (14)
Asian	18% (133)	15% (113)
Hispanic	3% (25)	3% (23)
White	76% (566)	80% (595)
Title I	8% (58)	8% (62)
Special Education	10% (74)	10% (74)
Free and Reduced Lunch	7% (50)	7% (52)
Limited English Proficient	4% (32)	3% (23)

Faculty and Staff Information

	Number of people (including part-time)	Full-time equivalent positions (FTEs)
Administrators	2	2
Classroom Teachers	34	33
Instructional Specialists	15	8.5
Instructional Support	17	14.8
Instructional Aides	26 (includes classroom and special education aides)	21.9 (includes classroom and special education aides)
Secretaries	2	2

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Part III SCHOOL HIGHLIGHTS

The 2005-2006 school year has been a successful one at Floral Street School thus far. Although budgetary factors beyond the school's direct control affected resource allocation during the current year, and the ongoing concerns regarding drastic reductions expected for next year have created understandable anxiety among staff and parents, students continue to be well served. Despite these distractions, Floral educators have focused on what is within their control and worked relentlessly to improve the quality of students' learning experiences.

Key to the ongoing improvement efforts is the continued development of a "professional learning community" model at Floral Street School. During this second year of employing this approach, grade level teams have refined their strategies for utilizing meeting times to set goals for student performance, monitor student progress, collaborate on ways to help students who are not making sufficient progress, and share best teaching practices. This past June, for the second year in a row, a team of administrators and representative teachers gave up some of their vacation to attend a two-day training where they learned strategies regarding how to implement this model. While this year's budget freeze prevented other planned training from occurring, teams have made progress in becoming more collaborative and ensuring that their collective work is focused primarily on improving student learning.

Floral classroom teachers also continued to participate in a coaching professional development model designed to strengthen the teaching of reading. Small groups of teachers at the same grade level met with the reading specialists every other week during dismissal time in order to discuss current research, analyze videotaped lessons, and debrief on how they were using recommended strategies in their own classrooms. Reading specialists Maureen Henry and Margaret Welch have done an outstanding job in providing this coaching.

The implementation of the professional learning community model has resulted in a greater focus on student achievement targets, a more extensive use of assessment data to determine where to concentrate instructional efforts, and an increased level of teacher collaboration that enables all students to benefit from the collective expertise of the faculty. While there are multiple measures that will allow judgment of the effectiveness of the professional learning community model, including MCAS results that we will receive in June and September, our most recent Developmental Reading Assessment results indicate that we are very close to our goal of 95% proficiency in Grades 2 and 3. We are hopeful that the rate of increase in Grade 1 proficiency will reverse its trend, as past years' data indicate that many first graders gain rapidly in reading comprehension over the last portion of the school year (interim data indicate that this is happening). DRA data from this fall and this winter is displayed in the table below—please note that the benchmark for success increases throughout the year, i.e., students must continue to grow in proficiency in order to meet an increasingly high expectation.

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Developmental Reading Assessment:
Growth During 2005-2006

	Fall 2005: Below DRA Benchmark	Winter 2006: Below DRA Benchmark	Fall 2005: At/ Above DRA Benchmark	Winter 2006: At/ Above DRA Benchmark
Grade 1	14%	23%	86%	77%
Grade 2	11%	8%	89%	92%
Grade 3	11%	9%	89%	91%

Given the early due date of this School Improvement Plan, we do not know whether we will meet our end of year goals. However, interim data indicate that we are on target. Given the most recent data available, students are exceeding the 85% proficiency benchmark on social studies standards as measured on the report card, as well as the 80% benchmark for math performance on the same measure (average rates of students meeting or exceeding the standard in both subjects averaged in the high 80's to low 90's on most descriptors, with a few isolated outliers for some standards in certain grades). Among this year's highlights is the undeniable success of the adoption of *Everyday Math* as our new math curriculum: anecdotally, there has been near-unanimity among students, teachers, and parents that *Everyday Math* has represented a significant improvement over our previous program, and that student learning in math has increased and accelerated.

Our MCAS results will not be known until June and September, but there is no question that the preparation for these important assessments has been more focused and thorough than ever this year. In addition to using practice tests and other assessments to identify and remediate weaknesses, the school also worked to motivate students to strive for high standards, with an emphasis on the importance of effort in academic success. A thematic approach, based on the Winter Olympics, was launched in order to help students to recognize the importance of and make a habit of demonstrating key learning behaviors that will serve them well throughout their school careers and beyond, such as having a positive attitude about learning, using mistakes to improve, and building stamina to maintain focus.

While academic successes are crucial, we are also very proud of our school's progress in the social/emotional realm. At the time of this report, we are meeting our target of reducing the percentage of students receiving discipline reports from 10% to 5% (currently 40 out of 750 students). While it is likely we will miss this benchmark by a small percentage (unless no new students require formal intervention during the remainder of the year!), this is a remarkable statistic that demonstrates the outstanding overall behavior of our students. Additionally, the total number of disciplinary incidents is running at about half the frequency of last year, with a current total of 50 reports issued in 120 school days (.41 per day). Another very positive indicator is that there has only been one student suspension thus far, which is by far the least in Floral's history at this point in the year. Mrs. Patricia Padilla, our assistant principal, deserves credit for working with students, teachers, and parents in a proactive manner in order

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

to minimize the chances for minor difficulties to turn into larger issues or ongoing problems that detract from the learning environment.

Attendance was another area where we set a target last year. Currently, students have collectively missed 689 days of school for reasons unrelated to illness or other excused absence. The majority of these absences have been for family travel, either for vacations or to visit family who live overseas. Last year a total of 933 days were missed for the whole year; given that we are currently two-thirds of the way through the school year, if the absences continue at the same rate they would total approximately 916 missed days, which would be a reduction of only 2% (our goal was 10%). However, many family vacations have tended to take place during the winter months, so it is possible that the number of absences for travel will abate and we may end up closer to our target.

Another key part of our students' education is learning how to empathize with those in need and to act compassionately. Floral Street students continue to demonstrate incredible generosity and passion for community service, as demonstrated by the school's response to the need for relief after Hurricane Katrina. The Student Council set a goal of \$8,000, and the school community met this ambitious target. Students did chores at home to earn money and/or donated their personal allowance or savings to this important cause. This effort was in addition to our traditional Trick-or-Treat for UNICEF, while the Student Council is currently planning a follow-up Katrina relief effort focused on school supplies. While we have not met the goal of differentiating community service learning projects by grade level, students continue to have ample opportunities to demonstrate our core value of "practicing compassion by helping those in need."

Our students' awareness of global cultures was again enhanced by a unique art exchange project created by Mr. Robert Wilson, where fourth graders at Floral Street painted the background of a painting and then swapped with students at schools in Madras, India; Tokyo, Japan; Yokohama, Japan; Chablias, France; Ghana, Africa; and New York City. Students then completed the painting begun by their "art pals" and returned them. The resulting pieces not only were beautiful pieces of art, but their style and content prompted students to learn more about these Asian, European, African, and American urban cultures. Mr. Wilson also just received news that he has been selected for a Fulbright Fellowship, which will allow him to travel to Japan this June to learn more about Japanese culture and art and to share his knowledge with his hosts. This is another feather in the cap of the Shrewsbury Public Schools as it strengthens its commitment to global education.

All of the accomplishments listed above demonstrate how Floral Street School is acting to fulfill its core values. The remainder of this year and next year will present many challenges to Floral Street School, with resource reductions negatively affecting supports for learning while a leadership transition occurs, as Dr. Joseph Sawyer assumes his new duties as principal of the Oak Middle School and a new principal steps into the role at Floral. As a result, the plan for 2006-2007 is focused on maintaining recent improvements and mitigating the effects of several changes happening simultaneously. While the obstacles to continuing a track record of success and continuous improvement will be substantial, the

FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006

Floral Street School community will undoubtedly do all that it can to maintain the best learning environment possible for its students. The school's mission refers to its work as "our gift to the future," a responsibility that underscores the importance of what happens in its classrooms every day and the obligation to pursue excellence regardless of the circumstances. It is this School Council's hope that this plan will assist the school in ensuring that its gift to the future is of the best quality possible.

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Part IV School Improvement Plan Goals Summary for 2006-2007

1. Curriculum, Instruction and Assessment

- A. A minimum of 95% of students will meet or exceed the benchmarks on the Developmental Reading Assessment II in Spring 2007.
- B. Work with the district to improve the instruction of writing, so that a minimum of 85% of students will meet or exceed the standards set by district common writing assessments and so the percentage of students scoring “proficient” and “advanced” category on the Grade 3 and Grade 4 English language arts MCAS will increase by at least 5% in each category, so that the school is focused on helping all students maximize their ability to communicate effectively in writing.
- C. Improve upon the initial implementation of the *Everyday Math* program, so that a minimum of 85% of students will meet or exceed the mathematics standards as determined by each trimester report card, and so the percentage of students scoring “proficient” or “advanced” on the Grade 3 & 4 mathematics MCAS exams will increase by at least 5% in each category, so that the school is focused on helping all students to maximize their mathematical learning.
- D. The percentage of students with special learning needs (including students with IEPs and 504 plans, as well as English Language Learners) who achieve proficiency on the Developmental Reading Assessment and the MCAS will increase by a minimum of 5%.

2. Professional Development

- A. Given expected reductions in support staff, determine new ways to continue the development of a professional learning community by structuring educators’ professional work to require collaborative practice and to promote teacher leadership, including peer observation and collegial coaching, examination and analysis of student work and assessment data, and development and sharing of exemplary instructional and assessment practices (as measured through meeting agendas, minutes, and team work products).
- B. Work with the district to provide mandated professional development to teachers responsible for instructing English Language Learners in order to improve their ability to modify curriculum, adapt instruction, and assess learning so that English Language Learners’ performance on the MELA-O and MEPA (state English as a Second Language assessments) improves by a minimum of one level.

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

- C. Given expected reductions in curriculum support, technology integration and media staff, determine alternative ways to utilize school resources, including instructional technology and the media collection, so that students gain familiarity with research skills, etc. previously taught by support staff, as evidenced by projects/products. Finding ways to enlist parent volunteers to assist in these areas will be part of the plan.

3. Respectful Community

- A. The number of students receiving formal discipline reports during the 2006-2007 school year will decrease by 3%, and the total number of discipline reports will decline by at least 5%.
- B. Continue a school-wide emphasis on helping students develop habits of mind that will assist them in becoming successful, independent learners with a positive attitude about learning, as measured by teacher and student survey feedback.
- C. Develop a school-wide plan for teaching students the importance of the conservation of resources, including science connections regarding ecology that utilize the Nature Trail resources.
- D. Improve the lunch experience for students, including the promotion of healthy food choices, as evidenced through parent and student feedback and sales of particular food items.
- E. Improve the entry process for new students, so that families feel welcomed to the school community and so that the screening process results in effective classroom placement and focused attention to student learning needs.

4. School Space

- A. Determine the best use of spaces that will be available due to program reductions.
- B. Continue to enhance the environment of the school building and grounds through: a) implementation of a plan to coordinate garden and landscape maintenance; and b) continued improvements to interior spaces that visually reflect the school's core values.

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Part V REVIEW OF CURRENT YEAR (2005-2006)

1. Curriculum, Instruction and Assessment

Goal Statement 1.A: Improve teachers' capacity to engage in standards-based planning, instruction, and assessment, including a continued focus on effectively utilizing the new report card instrument and other forms of data to collectively improve teaching and learning.

Action Step

1.A.1

Teachers will collaborate in implementing best educational practices so that a minimum of 85% of students will demonstrate proficiency on end-of-trimester common assessments in each subject.

Evaluation/Status

The evolution of common assessments at the district level did not lend itself to specific "end of trimester" assessments in each subject. The school is working to accumulate data on other common assessments so that we have a data profile at the end of the year.

Action Step

1.A.2

Teachers will collaborate in implementing best literacy practices so that a minimum of 95% of students will meet or exceed the benchmarks on the Developmental Reading Assessment in Spring 2006.

Evaluation/Status

This report pre-dates the spring administration of the DRA. Winter interim scores indicated that Grades 2 and 3 are very close to the target (92% and 91%, respectively) while Grade 1 was at 77%. As mentioned in the *School Highlights* section above, first graders tend to make large gains during the third trimester, so we are hopeful this proficiency rate will rise significantly on the spring assessment.

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Goal Statement 1.B: Improve student learning by using essential questions and enduring understandings in order to translate the Massachusetts Curriculum Frameworks and Shrewsbury curriculum expectations into key student learning experiences.

Action Step

1.B.1

Implement the new district social studies curriculum so that a minimum of 85% of students will meet or exceed the social studies standards as determined by the report card.

Evaluation/Status

Trimester 1 data show achievement of this goal. This report pre-dates the availability of Trimester 2 & 3 data.

Goal Statement 1.C: Effectively implement the Everyday Math program.

Action Step

1.C.1

Ensure that teachers are able to follow through on the expectations established for the *Everyday Math* implementation through the ongoing professional development (see below) so that a minimum of 80% of students will meet or exceed the mathematics standards as determined by the report card and so the percentage of students scoring "proficient" or "advanced" on the Grade 4 mathematics MCAS will increase by at least 5% in each category.

Evaluation/Status

Anecdotal feedback from students, teachers, and parents indicate that the *Everyday Math* program has been very successful. Regarding report card data, Trimester 1 data show achievement of this goal. This report pre-dates the availability of Trimester 2 & 3 data. Math MCAS data will not be available until September 2006.

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Goal Statement 1.D: Teachers responsible for instructing English Language Learners will improve their ability to modify curriculum, adapt instruction, and assess learning so that English Language Learners' performance on the MELA-O and MEPA (state English as a Second Language assessments) improves by a minimum of one level.

Action Step

1.D.1

Administrators, special educators, the ESL teacher, Title I teachers, and curriculum/reading specialists will collaborate in order to improve the effectiveness of programming for students with special learning needs (including students with Individualized Education Plans, students with Section 504 accommodation plans, English Language Learners, Title I students, and students referred to the Instructional Support Team). Data from this year's internal study of special education services will be used to determine actions. The goal for student learning will be for the percentage of students with special learning needs who achieve proficiency as measured by the Developmental Reading Assessment and MCAS will increase by a minimum of 10%.

Evaluation/Status

Floral Street School had five new special education teachers this year who have performed admirably with a focus on high expectations for their students. The Instructional Support Team process, under the leadership of the assistant principal, Mrs. Patricia Padilla, has improved its follow-up process to ensure interventions are working and that students are being appropriately served. Collaboration among the above named parties has increased, with a heavier focus on data. DRA proficiency for subgroups of students based on the winter administration: IEPs— 38% for Grade 1, 75% for Grade 2, and 58% for Grade 3; ELL—43% Grade 1, 83% Grade 2; 50% Grade 3; Title I—10% Grade 1, 63% Grade 2, 64% Grade 3; the spring administration figures will be compared to fall data to gauge progress. MCAS data will not be available until June and September of 2006.

2. Professional Development

Goal Statement 2.A: Provide opportunities for content-specific professional development in order to improve teachers' capacity to increase student learning in the content areas, especially mathematics.

Action Step

2.A.1

Use staff meetings and district-level courses and workshops to provide these opportunities. All teachers required to meet the "highly qualified" standard of No Child Left Behind through content-based professional development will do so. Teachers' level of confidence in understanding mathematics concepts and strategies will increase by at least 20%, as measured by pre- and post-training questionnaire responses.

Evaluation/Status

All teachers are on track to meet "highly qualified" status. Ongoing training in implementing *Everyday Math* was provided during district professional development days. Content courses on mathematics understanding were not implemented, due to the need to focus time in other areas during staff meeting times and because teachers indicated a higher level of comfort than originally anticipated in using *Everyday Math*.

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Goal Statement 2.B: Continue the development of a professional learning community by structuring educators' professional work to require collaborative practice and to promote teacher leadership, including peer observation and collegial coaching, examination and analysis of student work and assessment data, and development and sharing of exemplary instructional and assessment practices.

Action Step

2.B.1

Provide training in the improvement of the professional learning community model for a cadre of 19 staff, who will in turn provide training to their colleagues. The cadre will attend the MASCD institute on professional learning communities in June 2005.

Evaluation/Status

This was a successful endeavor that continued to support the new way that Floral Street School professionals approach their work. The faculty members who were trained in June influenced their various teams in the implementation of the Professional Learning Communities model. While budget cuts prevented a similar team from attending an MASCD training in December, two staff members were able to go and shared what they learned at a staff meeting. The level of collaboration for the specific purpose of improving student learning has increased this year.

Action Step

2.B.2

All classroom teachers will participate in a biweekly study group that utilizes coaching from reading/curriculum specialists and peer observation through videotaped lesson analysis in order to learn more about and implement best instructional practices (with an initial focus on reading comprehension strategies).

Evaluation/Status

This goal has been achieved. The biweekly coaching sessions have provided high quality, ongoing professional development focused on specific problems of practice and featuring the discussion of teachers' application of "best practices" in reading instruction. These sessions are an effective way to help teachers learn their craft better through both presentation of research-based practices and by responding to teachers' questions and concerns regarding how to best instruct their students.

Action Step

2.B.3

Utilize staff meetings and grade level meetings for structured examination of student work and structured sharing of lessons and assessments connected to the state and district standards.

Evaluation/Status

This was achieved, with a heavy focus in grades three and four on assignments designed to assist students in being successful on the MCAS.

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Goal Statement 2.C: Teachers will further increase their capacity to effectively plan, teach, and assess student learning according to standards.

Action Step

2.C.1

Utilize professional development days, staff meetings, and grade level meetings to provide information on best practices in standards-based education and to share effective practices among colleagues.

Evaluation/Status

This was achieved through the utilization of the Professional Learning Community model. Curriculum and reading specialists made presentations during staff meetings to help staff increase their capacity in this area.

Action Step

2.C.2

Provide training in standards-based education from consultant Dr. Louise Thompson.

Evaluation/Status

Dr. Thompson presented to all classroom teachers during sessions held in Trimester 1, with a focus on standards-based assessment. Unfortunately, the district's budget difficulties prevented Dr. Thompson from providing a follow-up session during March.

Goal Statement 2.D: Teachers responsible for instructing English Language Learners will improve their ability to modify curriculum, adapt instruction, and assess learning so that English Language Learners' performance on the MELA-O and MEPA (state English as a Second Language assessments) improves by a minimum of one level.

Action Step

2.D.1

Collaborate in order to create and implement a training plan that provides the necessary training to improve instruction of English Language Learners while minimizing time out of the classroom for teachers.

Evaluation/Status

Ms. Heather Wojcik, Floral Street School's English Language Education teacher, provided training to teachers during multiple sessions in the fall and consults with them on a weekly basis. Two teachers attended state-mandated training sessions in the fall, and another teacher will attend a different mandated training this spring. Student performance data on the MELA-O and MEPA will not be available until September 2006.

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Goal Statement 2.E: By learning to use the PowerSchool data management system, teachers will improve their capacity to utilize technology to access and manage student data.

Action Step

2.E.1

Provide training on opening day and at staff meetings in order to teach staff how to access *PowerSchool*, how to take attendance, how to access student contact information and how to enter data into the report card template.

Evaluation/Status

The implementation of PowerSchool has been successful. Attendance has run smoothly, and a teacher survey indicated that the use of PowerSchool as the report card tool was well received (86% reported it was "very easy" or "easy" to utilize the technology for this purpose; many commented that it was useful to be able to access the data from home computers).

3. Respectful Community

Goal Statement 3.A: The number of students receiving formal discipline reports during the 2005-2006 school year will decrease from approximately 10% to a maximum of 5% of the student population, and the total number of discipline incidents will decrease by at least 20%.

Action Step

3.A.1

Utilize All School Meeting and Morning Meeting to establish expectations for student behavior and to continue to educate students how to reduce bullying and teasing.

Evaluation/Status

The target of only 5% of students requiring formal discipline reports is currently being met, with an expectation that this will increase slightly over the course of the last trimester. The total number of discipline reports, if the current pace continues, will result in a total of 75, which would be 39% reduction over last year, greatly exceeding the 20% target. These figures demonstrate that student behavior at Floral Street School is superb.

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Action Step

3.A.2

Establish liaison program for students who are at risk for disciplinary problems.

Evaluation/Status

This action step was not carried out. There was ongoing collaboration among administrators, teachers, and psychologists regarding specific students with discipline problems, but there were not enough students fitting this profile to warrant a formal program.

Goal Statement 3.B: Improve student attendance and on-time arrival in order to increase students' opportunity to learn and minimize disruption to the program.

Action Step

3.B.1

Student absences for reasons other than illness and other excused situations, tardiness, and early dismissals will all decline by at least 10%.

Evaluation/Status

Currently, students have collectively missed 689 days of school for reasons unrelated to illness or other excused absence. The majority of these absences have been for family travel, either for vacations or to visit family who live overseas. Last year a total of 933 days were missed for the whole year. Given that we are currently two-thirds of the way through the school year, if the absences continue at the same rate they would total approximately 916 missed days, which would be a reduction of only 2% (our goal was 10%). However, many family vacations have tended to take place during the winter months, so it is possible that the number of absences for travel will abate and we may end up closer to our target. Due to the switch over to PowerSchool, we currently do not have comparative data for tardies and early dismissals.

Goal Statement 3.C: A system for increasing the formal and informal acknowledgement of student and staff successes will be developed in order to increase the frequency and impact of celebrating both achievement and effort.

Action Step

3.C.1

Establish an *ad hoc* committee to consider ways to accomplish this goal, create a plan, and implement it.

Evaluation/Status

This committee was not established. The School Council discussed this goal, but did not come to a consensus regarding an action plan. The administration increased the amount of public recognition for individual classes through use of morning and dismissal announcements that

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

commended classes or grade levels for a job well done at various learning tasks. During February and continuing through the spring, an "Olympic" theme has been used to highlight desirable lifelong learning traits we wish students to develop and to motivate students to achieve at high levels (and to commend them for their ongoing work towards these goals). All School Meeting also was used as a forum for administrators to provide positive feedback to students. With regard to staff, a staff meeting in December focused on the difference teachers make with their students; this session included videotaped interviews with at-risk students where they indicated how much their teachers are helping them improve.

Goal Statement 3.D: *The coordination and documentation of community service learning initiatives will be improved so that each grade level is responsible for a project and so that students complete a formal assignment that requires them to reflect on the importance of community service and demonstrate what they learned through participating.*

Action Step

3.D.1

Establish and implement grade level projects and follow-up assignments.

Evaluation/Status

This action step was not completed. Fall community service learning work focused on Hurricane Katrina disaster relief, Trick-or-treat for UNICEF, and the community Thanksgiving Food Drive. The Student Council is currently working on a follow up for continued Katrina assistance. Focus on formalization of this area was limited by lack of time and resources.

4. School Space

Goal Statement 4.A: *Improve the functionality of spaces used for staff collaboration in order to promote effective team meetings, allow access to data, and provide resources for ongoing research into best practices.*

Action Step

4.A.1

Add data display space, filing capacity, and a professional development library to the "Teacher Learning Center"

Evaluation/Status

This space in the media center was enhanced with an improved conference table (donated when Central Office was reorganized) and additions of several teacher resources including an extensive professional development library. Filing space has not been necessary.

FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006

Goal Statement 4.B: Continue to enhance the environment of the school building and grounds in order to increase both visual appeal and educational functionality.

Action Step

4.B.1

Continue development of the Nature Trail, including development of an online guide and virtual tour for the school web site.

Evaluation/Status

Mrs. Kara Frankian and Mrs. Kathleen Rivenburg, through a Shrewsbury Education Foundation grant, have completed the first segment of the virtual tour, which was presented by Mr. Doug Kimball of the Audobon Society's Broadmeadow Brook Sanctuary. The final phase of the Nature Trail project is scheduled to be completed this spring.

Action Step

4.B.2

Coordinate garden and landscape maintenance

Evaluation/Status

Parent volunteers were solicited in the fall, with a limited response. This will be revisited this spring.

Action Step

4.B.3

Complete work to improve ventilation and climate control in rooms and offices with no outside windows and the art room.

Evaluation/Status

Not completed. This request has been made to the Public Buildings Department for multiple years. Budgetary restraints appear to be at play.

Action Step

4.B.4

Add visual displays throughout the school that emphasize the mission and core values of Floral Street School.

Evaluation/Status

Not yet completed. Mr. Robert Wilson and the Student Council are beginning work on a plan to have inspirational quotes painted in hallways and stairwells.

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Part VI PLANS FOR SUBSEQUENT YEAR (2006-2007)

1. Curriculum, Instruction and Assessment

Goal Statement 1.A: Improve student academic performance in reading, writing, and mathematics		
Action Step	Sources of Evidence	Facilitator
1.A.1 Teachers will collaborate in implementing best literacy practices so that a minimum of 95% of students will meet or exceed the benchmarks on the Developmental Reading Assessment II in spring 2006.	• DRA II scores	Principal, assistant principal, instructional coach, Title I teacher/coach
	Timeline • Ongoing. Minimum weekly teacher team meetings to focus on instructional goals, assessment of student progress, and implementation of best instructional practices, including interventions for students not meeting benchmarks. DRA II given in the fall, winter, and spring	
Action Step	Sources of Evidence	Facilitator
1.A.2 Work with the district to improve the instruction of writing, so that a minimum of 85% of students will meet or exceed the standards set by district common writing assessments percentage of students scoring "proficient" or "advanced" on the Grade 3 & 4 English language arts MCAS will increase by at least 5% in each category.	• Report card data; MCAS data	Principal, assistant principal, instructional coach
	Timeline Ongoing (see 1.A.1 above).	
Action Step	Sources of Evidence	Facilitator
1.A.3 Implement the <i>Everyday Math</i> curriculum so that a minimum of 85% of students will meet or exceed the mathematics standards as determined by the report card and so the percentage of students scoring "proficient" or "advanced" on the Grade 3 & 4 mathematics MCAS will increase by at least 5% in each category.	• Report card data; MCAS data	Principal, assistant principal, instructional coach
	Timeline Ongoing (see 1.A.1 above).	

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Goal Statement B: Improve the academic performance of students with special learning needs.		
Action Step	Sources of Evidence	Facilitator
1.D.1 Administrators, special educators, the ELE teacher, the Title I teacher, and instructional coach will collaborate in order to improve the effectiveness of programming for students with special learning needs (including students with Individualized Education Plans, students with Section 504 accommodation plans, English Language Learners, Title I students, and students referred to the Instructional Support Team). The goal for student learning will be for the percentage of students with special learning needs who achieve proficiency as measured by the Developmental Reading Assessment and MCAS will increase by a minimum of 5%.	<ul style="list-style-type: none"> • Developmental Reading Assessment, Spring 2007 • MCAS, 2007 	Principal, assistant principal, psychologists/team chairs, Title I teacher/coach, instructional coach
	Timeline Throughout 2006-2007	

2. Professional Development

Goal Statement 2.A: Continue the development of a professional learning community by structuring educators' professional work to require collaborative practice and to promote teacher leadership, including peer observation and collegial coaching, examination and analysis of student work and assessment data, and development and sharing of exemplary instructional and assessment practices.		
Action Step	Sources of Evidence	Facilitator
2.A.1 Identify and implement ways to continue to provide time for teams of teachers to meet with one another and with the instructional coach for collaborative work and for ongoing, targeted professional development coaching sessions.	<ul style="list-style-type: none"> • Meeting schedule • Agendas/minutes • Work products 	Principal, assistant principal, instructional coach
	Timeline <ul style="list-style-type: none"> • Scheduling by June 2006 • Ongoing work throughout year 	

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Goal Statement 2.B: *Continue mandated professional development in working with English Language Learners, with a focus on improving teachers' ability to modify curriculum, adapt instruction, and assess learning in order to meet the needs of English Language Learners.*

Action Step	Sources of Evidence	Facilitator
2.B.1 Collaborate with the district in order to create and implement a training plan that provides the necessary training to improve instruction of English Language Learners while minimizing time out of the classroom for teachers. The learning goal for ELL students is to gain a minimum of one performance level on the MEPA and MELA-O state tests.	<ul style="list-style-type: none"> • Training plan • MEPA & MELA-O results 	Principal, assistant principal, Director of Literacy and ELE
	Timeline	
	<ul style="list-style-type: none"> • Throughout 2006-2007 	

Goal Statement 2.C: *Determine ways to utilize school and parent resources and provide alternative learning experiences in order to mitigate the impact of staff reductions.*

Action Step	Sources of Evidence	Facilitator
2.C.1 Identify key student experiences that could be lost but that may be replicated through alternative means.	<ul style="list-style-type: none"> • Planning document 	Principal, assistant principal
	Timeline	
	<ul style="list-style-type: none"> • Initial plan by June 2006 • Ongoing planning throughout year 	
2.C.2 Determine ways that staff members can work together in order to replicate the learning experiences identified in 2.C.1 (NOTE: It is not expected, nor is it possible, to replicate all that is being lost through changing teachers' approach. Staff may identify ways in which <i>some</i> experiences might be presented through alternative means. For example, a grade level team might determine a way to utilize the laptop lab within a particular science unit, but this would not be a substitute for the quality and frequency of experiences students currently receive through the technology integration specialists).	<ul style="list-style-type: none"> • Planning document • Student projects/experiences 	Principal, assistant principal, instructional coach, teacher leaders
	Timeline	
	<ul style="list-style-type: none"> • Initial plan created by June 2006 • More detailed plan in place by October 1, 2007 • Ongoing work throughout year 	

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Action Step	Sources of Evidence	Facilitator
2.C.3 Determine ways that parents can assist the school in order to replicate the learning experiences identified in 2.C.1 (NOTE: It is not expected, nor is it possible, to replicate all that is being lost through increased or different kinds of parent volunteering. Staff and parents may identify ways in which <i>some</i> experiences might be presented through alternative means. For example, a parents may assist with supervision at lunch and recess, but cannot provide it alone; parents, with training, may provide curriculum enrichment experiences during or after the school day, with the understanding that the quality will not be equal to that expected of education professionals).	<ul style="list-style-type: none"> • Planning document • Student projects/experiences Timeline <ul style="list-style-type: none"> • Initial plan created by June 2006 • More detailed plan in place by October 1, 2007 • Ongoing work throughout year 	Principal, assistant principal, PTO officers, School Council parents, instructional coach, teacher leaders

3. Respectful Community

Goal Statement 3.A: The number of students receiving formal discipline reports during the 2006-2007 school year will decrease by at least 3%, and the total number of discipline incidents will decrease by at least 5%.		
Action Step	Sources of Evidence	Facilitator
3.A.1 Utilize All School Meeting and Morning Meeting to establish expectations for student behavior and to continue to educate students how to reduce bullying and teasing.	<ul style="list-style-type: none"> • All School Meeting agendas • Discipline data Timeline <ul style="list-style-type: none"> • Throughout 2006-2007 	Assistant principal
Goal Statement 3.B: Students will develop habits of mind that will assist them in becoming successful, independent learners with a positive attitude about learning.		
Action Step	Sources of Evidence	Facilitator
3.B.1 Utilize morning announcements, All School Meeting, Student Council, and other means to promote responsibility, independence, and a positive attitude. Develop a pre-/post-survey instrument to measure student, staff, and parent perceptions of such characteristics in order to provide baseline data and a measure of improvement.	<ul style="list-style-type: none"> • Survey data (pre and post) Timeline <ul style="list-style-type: none"> • Initial survey in September, 2006 • Post survey prior to next School Improvement Plan. 	Principal, assistant principal

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Goal Statement 3.C: Develop a school-wide plan for teaching students the importance of the conservation of resources, including science connections to ecology through the utilization of the Nature Trail.

Action Step	Sources of Evidence	Facilitator
3.C.1 Establish an <i>ad hoc</i> committee to consider ways to accomplish this goal, create a plan, and implement it.	<ul style="list-style-type: none"> • Meeting agendas/minutes • Plan • Student experiences/work products 	Principal, assistant principal, instructional coach, teacher leader(s)
	Timeline	
	<ul style="list-style-type: none"> • Establish committee in September, 2006 • Plan created by November, 2006 • Implementation throughout the year 	

Goal Statement 3.D: Improve the lunch experience for students, including the promotion of healthy food choices, as evidenced by parent and student feedback and sales of particular food items.

Action Step	Sources of Evidence	Facilitator
3.D.1 Work together with Food Services Department, aides, and Student Council to identify ways to enhance the lunch experience, including a focus on healthy food options, adequate time to eat, and the overall atmosphere of the cafeteria.	<ul style="list-style-type: none"> • Survey data • Sales data 	Assistant principal, School Council parent representative
	Timeline	
	<ul style="list-style-type: none"> • Initial survey in Fall 2006 • Follow-up survey in Spring 2007 	

**FLORAL STREET SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Goal Statement 3.E: Improve the entry process for new students, so that families feel welcomed to the school community and so that a screening process results in effective classroom placement and access to appropriate learning supports are accessed in a timely manner.

Action Step	Sources of Evidence	Facilitator
3.E.1 Develop a screening protocol for new students who enroll during summer months and over the course of the school year.	• Protocol	Assistant principal, instructional coach, ELE teacher, special education representative
	Timeline	
	• Initial screening plan developed by June 2006 for summer move-ins • Full plan in place Fall 2006	

4. School Space

Goal Statement A: Determine the best use of spaces that will be available due to program reductions.

Action Step	Sources of Evidence	Facilitator
4.A.1 Decide how to use classroom space and small room space that will be available in Fall 2006.	• Room assignments	Principal
	Timeline	
	June 2006	

Goal Statement B: Continue to enhance the environment of the school building and grounds in order to increase both visual appeal and educational functionality.

Action Step	Sources of Evidence	Facilitator
4.B.1 Implement a plan to coordinate garden and landscape maintenance.	• Plan • Condition of grounds	Principal, teacher leader, parent representative
	Timeline	
	• Plan for summer by June 2006 • Plan for school year developed by October 2006	
Action Step	Sources of Evidence	Facilitator
4.B.2 Improve visual appeal of interior spaces in ways that promote the school's core values	• Additional displays	Principal, art teacher
	Timeline	
	Throughout 2006-2007	